

CHILDREN OF FOREIGN RACE FORGE AHEAD IN THE SCHOOLS

Native American Names in the Minority in Lists of Winners of Highest Honors at Regular Examinations and Special Tests

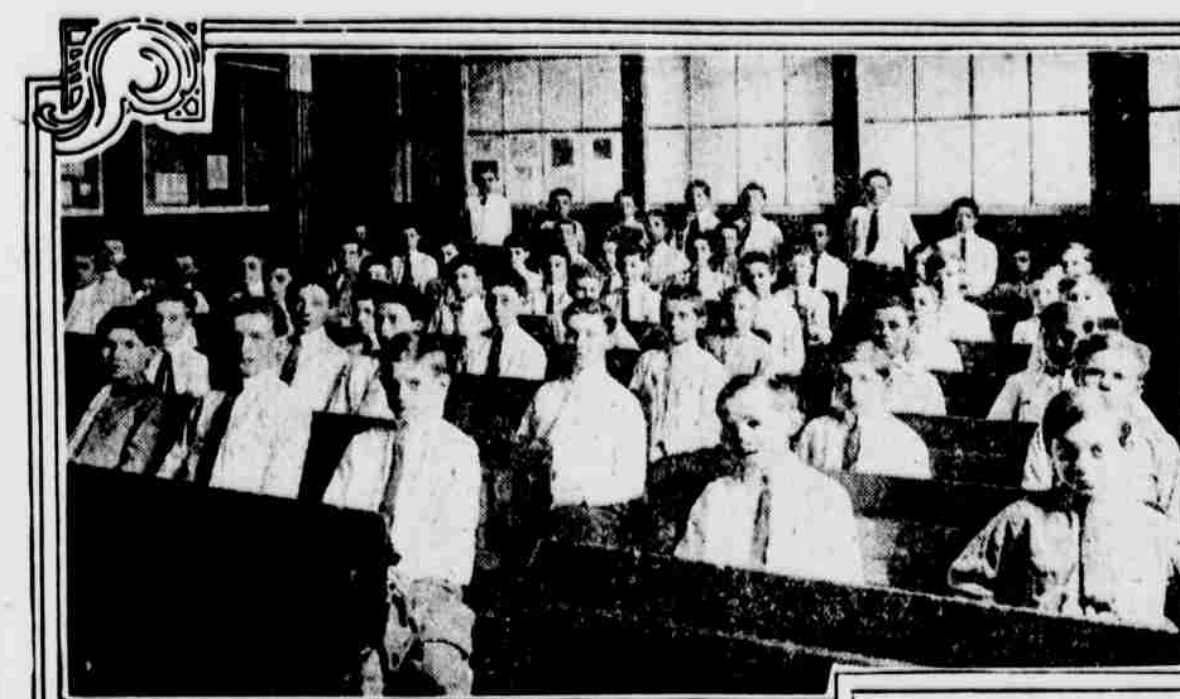
THERE appears to be something in the matter with the American child, the child of native American stock, when compared in the school work and achievement with the child of recently arrived immigrants, and a good many thoughtful persons are wondering what it is.

Year after year the results of regular examinations and special tests show that highest honors for scholarship go almost altogether to boys and girls whose names indicate foreign extraction. Although here and there in the lists occur American names, it is the Bohemian, Italian, Polish, Syrian, German, and especially the Jewish names, that are found over and over again. For example, a day or two ago a despatch from Albany published in THE SUN announced that 1270 pupils in the schools of Greater New York had passed successfully the examination for university scholarships provided by the State. Of course the 1270 will not obtain scholarships, for the five counties comprised within the greater city are entitled to only 315, five scholarships for each Assembly district. Yet the chances are that the fortunate boys and girls who will be awarded the prizes for the most part bear names of other than Anglo-Saxon origin. In a list of the ten pupils in each county of Greater New York who passed examinations with the highest marks one happens now and then on such names as Weston, Harris, Littlewood, Smith, but by far the larger number include Greenberg, Rohrer, Kabak, Schoenberg, Steinberg, Rabi, Wolf, Bon, Volkhardt, Doepfel.

Of particular interest is the fact that the highest percentages were obtained in the scholarship examinations by girls. In Manhattan and The Bronx Louisa Vazgen is credited with 95.99—an astonishingly high mark, the highest of any pupil taking these particular tests in the whole city. Next to her comes Sophie D. Worms of Brooklyn, with a percentage of 94.99, Margaret V. Fanning of Brooklyn is third with 94, while Earl M. Simonson of Richmond comes fourth with 93.9.

The fact that American children seem to be left far in the rear, so far as school work is concerned, does not surprise officials in the Department of Education. To them it is a commonplace. They admit as a matter of course that children of native stock by no means size up with those of other nationalities. It is nothing new, they say; the condition has long existed. But they do not care to say this officially for publication.

"You see," said one with a wide knowledge of the subject, "in the Department of Education children are children—pupils are pupils. Neither we nor the principals nor individual teachers think of distinguishing between nationalities—as a matter of truth you cannot always judge by names for a great many people coming from Europe and other lands have names changed to Smith or Jones, for example.



"We keep no records as to the comparative scholarship attainments of children whose parents are American, Irish, German, Italian, Syrian or Polish; yet one thing stands out unquestioned. And this is that in point of scholarship the child of native American stock by no means measures up to the child of immigrants."

This is a matter of such interest and importance to society as a whole that an inquiry was started among those who come in close contact with public school children, who have constant and close relations with them in various parts of the city. And there is almost complete agreement in the opinion expressed; it may be summarized as follows:

"The American child falls down on his job at school because neither he nor his parents regard it as of serious importance.

"The foreign child, especially the Jewish child, drives ahead in his studies because to him, to his parents, to brothers and sisters and cousins and aunts and grandparents and every one else interested in his welfare, the school is the most important thing on earth for that child. Nothing must be permitted to interfere with it or to lessen the child's interest in his work."

"There is the situation in a nutshell. The foreign child is in earnest; the American child isn't."

So far so good; but the next question is as to why the foreign child is in earnest and why the American child isn't.

Once more the answer follows logically. It is the result of home environment, of the example of fathers and mothers. More and more American parents are engaging in activities which take them from the home. The old time family circle of common interests does not exist now, barring exceptional cases. Parents may be deeply interested in their children's welfare as ever, but they do not take the time to show this interest by practical means. The boy whose father merely inquires once in a while how he is getting on in a school somehow feels that in his father's eyes school isn't a place of any special importance.

The standing that his department in the City College has acquired during his professorship is responsible for the selection of Dr. Storey as inspector of physical training in the lower schools. In the last eight years more than 13,000 boys have passed under his eyes. In the college gymnasium the boys aren't merely told what to do to preserve or better their health. The college has a follow-up system of medical inspection which other institutions have accepted as a model.

The standing that his department in the City College has acquired during his professorship is responsible for the selection of Dr. Storey as inspector of physical training in the lower schools. In the last eight years more than 13,000 boys have passed under his eyes. In the college gymnasium the boys aren't merely told what to do to preserve or better their health. The college has a follow-up system of medical inspection which other institutions have accepted as a model.

There is nothing in the records of Dr. Finley or Dr. Fisher at which even a pacifist need shy. As for Gen. O'Ryan, he is a professional soldier, but note what he said recently when the commission was planning experimental training camps for boys:

"The character of the instruction is formulated not for the purpose of attaining perfection in military drill. On the contrary, military drill will be recognized by us merely as a means for character building and the development of physical fitness. The boys are to be taught correct posture and walk, directness of speech, importance of truth telling, fair dealing, punctuality, attention to duties, thoroughness, courtesy, consideration for the rights of others, the value of cooperative effort under leadership, personal hygiene, sanitation, the value of correct living, the effect of diet on physical fitness and longevity, and they will be rigidly developed by physical exercises."

The summer training camp programme has no immediate relation to

Smart boys from the Bohemian and Italian colonies on the Middle East Side



Four bright little girls, plainly of foreign parentage

laboratory apparatus, musical instruments, gymnastics, all free. Never from the day he lands in New York lives in an atmosphere entirely different, where he is given such a chance to acquire an education and thereby fit himself for any kind of work they may choose to do in the world. It is a momentous opportunity, an opportunity now to the children of men; the children should be reverently thankful for it and should embrace it eagerly. Furthermore, as the years of public school education are comparatively few, every hour must be cherished; not a minute must be wasted. Strict attention to school work means that the boy may pass on to a college, to post-graduate studies thereafter in some university and then be fitted to

achieve renown among the great as a physician, a surgeon, a lawyer, a judge, a statesman. No door is permanently locked against him—the whole field of glorious human endeavor lies before him—if he but possesses the golden key of knowledge.

Such is the way the public school is regarded by thoughtful parents of the foreign population. This is the atmosphere breathed from early infancy by their children. It is no wonder that so many of the little people are as keen for school as the American boy is for football. But more, for more than this, enters into that web of influence which the wise Jewish parent weaves around his child. A great majority of such parents are among the very poor—tailors, small merchants, pedlers,

or other symptoms of health disturbance is detected the child will be sent home or to the principal for his scrutiny. Most of the teachers will have to be taught the rudiments of medical inspection. For this purpose the State normal school and the medical inspectors of the Department of Education will be utilized.

Cooperation from the boys and girls themselves will be an important feature. Each week, or possibly in rotation, a certain number of pupils will be detailed to act as health officers or sanitary inspectors. At the end of their term of office they will be rated

as to efficiency in this helpful endeavor.

"These young health officers will be of great service," Dr. Storey said. "For example, every morning before school begins, at the end of each period and during the setting up of desks, they will throw open the windows and see that the room is thoroughly aired. They will see that fragments of chalk, scrap paper and other litter are removed from the hall, stairs and yard. They will keep an eye on the thermometer and help the teacher in maintaining the proper temperature of between 64 and 68 degrees Fahrenheit. In winter they will assist in the removal of snow."

"As the directing health officer, the teacher, by doing her best to see that each child is healthy and clean, might even be the means of averting an epidemic. She will have a copy of the State law requiring medical inspection of each child once a year, and will see to it that no child is allowed to come to school without his health certificate."

"The next phase of physical training will consist of a setting up drill directed by the regular class teacher. This will occupy a five minute period at least four times a day. It will begin with simple marching, including only half a dozen simple movements. Next will come postural exercises, teaching the children to stand, sit and walk properly. There will be exercises



Dr. Thomas A. Storey

Lower West Side youngsters make good records at school

in a great many other things than their school work—in athletics, amusements, clubs, outings, and so on. They prefer to spend a large portion of their time in a multitude of activities, which to the earnest children of seriously minded immigrants would appear to be so much wasted effort and waste of time. Then, too, American children of today are not accustomed to exertion such as their parents knew a generation or two ago. They are not inured even to comparative hardship, such as long walks to and from school. In this single particular the foreign children show their will to succeed in the most earnest manner, to do anything possible rather than miss a session at school. Hundreds of them, it is said, walk daily between their homes in Long Island City and the De Witt Clinton High School at Tenth Avenue and Fifty-ninth Street, tramping that distance run or shine, starting away from home early in the morning and returning home late in the afternoon—and right glad to do so for the great privilege of securing a high school education.

One of the men in the Department of Education whose work carries him about the city does not hesitate to lay the principal blame on American parents. The average American boy, says this authority, is boss of his father, his mother, and everybody else in the family, including himself. He has little patience with long years of study; he becomes tired of school routine, and wants to get to work and handle his own money. Parents of this type of child easily give in to his wishes, and he quits school. He never would dream of taking at his books as do the foreign born children; one of the most astonishing things about the latter is the way they overcome the serious handicap of hearing no English spoken in their homes—the wonderful way they have of taking hold at once of school work carried on in English, which to them is a foreign language.

Opinions differ somewhat as to the physical health and strength of the average child of immigrants and the child of native American stock. Some of those questioned as to this thing think that the time the elementary school course is concluded there is very little

difference in physique, notwithstanding the close attention to study paid by the foreign born. Others are inclined to believe that American children are usually superior in physical endurance and general health, attributing this superiority to the fact that American children devote more time to play, and thereby relieve themselves of mental strain.

Likewise opinions differ as to whether the children who attend their school work with such intensity learn to devote so deeply in their time and effort to affairs of the school community as do American children. No statistics exist as to these details, for, as has been decided, the Board of Education does not concern itself with any difference of nationality in a child is a child; a pupil; one is as good as the other, one is as valuable a member of youthful society as another. The habit of hard and constant work in school usually continues when the boys and girls of foreign extraction enter college. They are there for the momentary purpose of laying final foundations for their life careers. Nothing is permitted to interfere with this purpose. It is almost inevitable that they avail themselves of every possible scholastic advantage even to the point of appearing to be overworked and worn out by the time they progress in many an instance.

One reason why the children of thoughtful, ambitious immigrant parents are encouraged, more than ever before, to attend college is because of recent years' banks, insurance companies and other large business concerns prefer to give college graduates the preference of employment, on the ground that a man or woman who has spent four years at college presumably has been trained to think logically up to a certain point.

And in this connection an interesting detail was brought out during THE SUN'S inquiry. It is said that those who are urging boys and girls to spend a part of their time in vocational studies find their greatest opposition among Jewish parents. The fact that a child of Jewish parentage can earn a good wage at an earlier age than one who does not possess such training apparently has little weight. The Jewish father and mother are ambitious for the child to have a career in one of the learned professions—a great career, if hopes and dreams come true. Therefore they prefer a regular course of college and a course of professional study afterward; and, as has been remarked, they are eager to make any sacrifice to have this ambition realized.

In conclusion, it appears that from the point of efficiency the average foreign born child in the New York public schools—especially the child of Jewish parentage—starts out far ahead of the average child of native American stock. Which will have the life of larger usefulness as a whole, which will be happier in the long run, remains to be seen. This cannot be determined until the present situation has developed within sight of final results.

TRAINING FOR BODY AS WELL AS MIND NOW REQUIRED BY LAW

New Scheme of Health Education in Public Schools Begins This Fall

WHEN the boys and girls of New York State's 12,000 public schools swarm back to the classroom this fall they will find something there they never encountered before. It is compulsory physical training. For that matter, only fifty-two communities of the State have had any kind of regular instruction calculated to improve the body as well as the mind. New York is pioneering in this direction, and all the other States are watching to see how and how well the new system works.

Many parents were disturbed when the Welsh bill providing for physical training in all the schools was passed by the Legislature last spring and signed by Gov. Whitman. Many are still apprehensive lest this law be used in wedding militarism into our educational programme in teaching their boys to carry a rifle, burn powder and swing a gas or poison canister, for which fears are from the truth can be learned by consulting any of the men who have been delegated by the State to put the new law into effect.

It should be remembered that there are two laws dealing with physical training. One of them, the so-called Slater bill, prescribes military instruction for boys from 16 to 19 years old. This law is for the present held in abeyance. The nature of the "military" instruction which it calls for has not even been defined, and it will be some time before the statute is in operation. With the Slater bill this attitude has little to do.

The second of the two laws was known before its passage as the Welsh bill. It says in brief that after September 1 every pupil in every elementary and secondary school who is ten years of age must have physical training not less than twenty minutes a day. The programme is to be recommended by the Military Training Commission, created by the Slater bill, and it is to be carried out under the direction of the State Board of Regents. For several weeks the commission has been at the task of plotting and standardizing a system of training adaptable to all schools. It has been consulting with the Regents and with several experts, especially with Dr. Thomas A. Storey, professor of hygiene at the College of the City of New York. The commission has appointed Dr. Storey State inspector of physical training. He will be the active agent of the Regents, and the commission in seeing that the programme is put into effect and supervising the work.

Dr. Storey is a most important figure in the new scheme of health education. His record deserves attention. It contains no military achievement at all. His reputation is built on his experience with the health well-being of the growing boy.

He was born in Kansas and is 41

years old. He was graduated from Stanford University and the Harvard Medical School, and has diplomas from the Boston, Long Island College and the Boston Children's hospitals. For ten years he was a member of the Stanford faculty, teaching hygiene and directing the gymnasium. For the last ten years he has done the same work at City College. He was secretary-general of the great International Congress on School Hygiene held in Buffalo in 1913. For eight years he was secretary of the American School Hygiene Association. He is a member of all sorts of societies, none of them military.

the programme of physical training to be introduced in the schools next month, but the foregoing words of Gen. O'Ryan are offered as indications of the conception of the only earlier member of the Military Training Commission of what is good for boys developing into citizens. These views are shared by the two other commissioners, Dr. Finley and Dr. Fisher, and also by Dr. Storey.

For many years there has existed a New York State law enforcing in all public schools the study of the effect of alcohol and tobacco on the human system. Two years ago there was passed a law requiring medical examination of school children by family physicians or school medical assistants once a year. These have been the only laws which could in any way be said to touch on the matter of physical training. The magnitude of the problem to which the commission is now devoting itself is therefore obvious.

"The commission," Dr. Storey said to the interviewer, "is interpreting physical training in terms of health education. It believes that anything affecting the health of school children may be said to fall under the definition of what the Welsh bill requires. Therefore it is planning to outline a course in physical training in which the work will be correlated with the medical inspection and at the same time secure for the child instruction in the care of the body and the facts of hygiene.

Also they must have instruction and direction in various phases of physical exercise. This will include not only gymnastics and calisthenics, but or so-called, supervised play."

Dr. Storey said that in advance of the commission's report to the Regents he could not assume to have specific knowledge of the ways in which these general ideas would be applied. He believed, however, that the programme would work out about as follows:

Every day each teacher in the elementary and secondary grades will carefully note the appearance of the pupils. If the face is flushed unduly

or other symptoms of health disturbance is detected the child will be sent home or to the principal for his scrutiny. Most of the teachers will have to be taught the rudiments of medical inspection. For this purpose the State normal school and the medical inspectors of the Department of Education will be utilized.

Cooperation from the boys and girls themselves will be an important feature. Each week, or possibly in rotation, a certain number of pupils will be detailed to act as health officers or sanitary inspectors. At the end of their term of office they will be rated

as to efficiency in this helpful endeavor.

"These young health officers will be of great service," Dr. Storey said. "For example, every morning before school begins, at the end of each period and during the setting up of desks, they will throw open the windows and see that the room is thoroughly aired. They will see that fragments of chalk, scrap paper and other litter are removed from the hall, stairs and yard. They will keep an eye on the thermometer and help the teacher in maintaining the proper temperature of between 64 and 68 degrees Fahrenheit. In winter they will assist in the removal of snow."

"As the directing health officer, the teacher, by doing her best to see that each child is healthy and clean, might even be the means of averting an epidemic. She will have a copy of the State law requiring medical inspection of each child once a year, and will see to it that no child is allowed to come to school without his health certificate."

The next phase of physical training will consist of a setting up drill directed by the regular class teacher. This will occupy a five minute period at least four times a day. It will begin with simple marching, including only half a dozen simple movements. Next will come postural exercises, teaching the children to stand, sit and walk properly. There will be exercises

in a great many other things than their school work—in athletics, amusements, clubs, outings, and so on. They prefer to spend a large portion of their time in a multitude of activities, which to the earnest children of seriously minded immigrants would appear to be so much wasted effort and waste of time. Then, too, American children of today are not accustomed to exertion such as their parents knew a generation or two ago. They are not inured even to comparative hardship, such as long walks to and from school. In this single particular the foreign children show their will to succeed in the most earnest manner, to do anything possible rather than miss a session at school. Hundreds of them, it is said, walk daily between their homes in Long Island City and the De Witt Clinton High School at Tenth Avenue and Fifty-ninth Street, tramping that distance run or shine, starting away from home early in the morning and returning home late in the afternoon—and right glad to do so for the great privilege of securing a high school education.

One of the men in the Department of Education whose work carries him about the city does not hesitate to lay the principal blame on American parents. The average American boy, says this authority, is boss of his father, his mother, and everybody else in the family, including himself. He has little patience with long years of study; he becomes tired of school routine, and wants to get to work and handle his own money. Parents of this type of child easily give in to his wishes, and he quits school. He never would dream of taking at his books as do the foreign born children; one of the most astonishing things about the latter is the way they overcome the serious handicap of hearing no English spoken in their homes—the wonderful way they have of taking hold at once of school work carried on in English, which to them is a foreign language.

Opinions differ somewhat as to the physical health and strength of the average child of immigrants and the child of native American stock. Some of those questioned as to this thing think that the time the elementary school course is concluded there is very little

difference in physique, notwithstanding the close attention to study paid by the foreign born. Others are inclined to believe that American children are usually superior in physical endurance and general health, attributing this superiority to the fact that American children devote more time to play, and thereby relieve themselves of mental strain.

Likewise opinions differ as to whether the children who attend their school work with such intensity learn to devote so deeply in their time and effort to affairs of the school community as do American children. No statistics exist as to these details, for, as has been decided, the Board of Education does not concern itself with any difference of nationality in a child is a child; a pupil; one is as good as the other, one is as valuable a member of youthful society as another. The habit of hard and constant work in school usually continues when the boys and girls of foreign extraction enter college. They are there for the momentary purpose of laying final foundations for their life careers. Nothing is permitted to interfere with this purpose. It is almost inevitable that they avail themselves of every possible scholastic advantage even to the point of appearing to be overworked and worn out by the time they progress in many an instance.

One reason why the children of thoughtful, ambitious immigrant parents are encouraged, more than ever before, to attend college is because of recent years' banks, insurance companies and other large business concerns prefer to give college graduates the preference of employment, on the ground that a man or woman who has spent four years at college presumably has been trained to think logically up to a certain point.

And in this connection an interesting detail was brought out during THE SUN'S inquiry. It is said that those who are urging boys and girls to spend a part of their time in vocational studies find their greatest opposition among Jewish parents. The fact that a child of Jewish parentage can earn a good wage at an earlier age than one who does not possess such training apparently has little weight. The Jewish father and mother are ambitious for the child to have a career in one of the learned professions—a great career, if hopes and dreams come true. Therefore they prefer a regular course of college and a course of professional study afterward; and, as has been remarked, they are eager to make any sacrifice to have this ambition realized.

In conclusion, it appears that from the point of efficiency the average foreign born child in the New York public schools—especially the child of Jewish parentage—starts out far ahead of the average child of native American stock. Which will have the life of larger usefulness as a whole, which will be happier in the long run, remains to be seen. This cannot be determined until the present situation has developed within sight of final results.

Continued on Fifth Page.

Dr. Storey Explains Methods and Aims of Physical Training for Pupils

for all the larger muscle groups and stirring of the respiration and blood circulation. Each drill will end with a few breathing exercises.

"Five minutes of this four times a day is enough. It will teach the child to obey commands and as the drill will be varied at short intervals it will give him a change from the routine of study and recitation, which he will welcome."

"Twenty minutes a week for forty weeks in the year, from the time the boy or girl is 8 years old until graduation from high school, will benefit the pupils considerably. It will be reasonable to suppose that the habit of regular exercise once learned will persist. In the big cities many a man or woman who needs exercise is restricted to home calisthenics. Often such a person wants to exercise, but doesn't know how to go about it. Hereafter this will be part of the life of every school boy and girl."

"The third phase of the physical training programme may well be instruction in the care of the body and the facts of hygiene. To this may be devoted two periods of ten or fifteen minutes each week. It will be reasonable to suppose that the habit of regular exercise once learned will persist. In the big cities many a man or woman who needs exercise is restricted to home calisthenics. Often such a person wants to exercise, but doesn't know how to go about it. Hereafter this will be part of the life of every school boy and girl."

"The success of such teaching will depend on the teacher. Much dry recitation of fact will have little effect. The live teacher will set forth the lesson of health in terms that fit into the child's experience."

"The commission is asking each school what it is already doing in these directions. The schools that have sound systems of physical training will find that they are not interfered with. Our aim is to disturb the educational machinery as little as possible."

Organized and supervised play was described by Dr. Storey as the fourth phase of the programme recommended to the Military Training Commission. Quoting Dr. Joseph Lee of Boston, Dr. Storey said:

"The boy without a playground is the father of the man without a job."

Dr. Storey continued:

"If we can organize the play spirit so that it is part of the school func-

tion we can establish play habits that will stay with the boys and girls after they leave school. That will be good thing, for most grownups do not play enough. Organized play sharpens the child's wits, makes him more alert, obedient and agile, makes the shy and retiring child more sociable, produces new friendships and makes old friendships stronger. It teaches the child directed devotion loyalty to the school, appreciation of fair play and of honesty and justice. They create sportsmanlike ideals and are important in the building of character. I am a firm believer in the effects on good citizenship of athletics as they ought to be. I believe that the commission will permit the substitution of competitive athletics for other drill wherever they conform to rules properly laid down by the school. We are not interested in athletics for their records and victories, but for the pleasure and robustness that is in them. We think they can be made mentally, morally and physically valuable."

"Every school should have one hour a day for play under the direction of a teacher. There should be quiet games for the feeble children and robust ones for those who can stand it. An objection may be raised that we are giving the tired teacher an extra hour of work. Experience proves, however, that when the tired teacher takes charge of and participates in the sports, he or she gets the same health benefit as the child. I consider organized, supervised athletics one of the biggest things in the programme which the Military Training Commission has in mind."

"There will be no hard and fast rule governing the play period, I believe. If a school has a hiking club that furnishes a reasonable equivalent for organized play, its activities may be accepted as part of the physical requirements. Competently directed clubs organized for field work in botany, woodcraft, zoology or surveying will be similarly recognized."

Dr. Storey was asked what he thought the various activities of the Boy Scouts should be accepted for school credit in lieu of organized play. He replied:

"It is impossible now to specify all the substitutions that might be acceptable. I should say that such organizations as the Boy Scouts, the Young Men's Christian Association and the Campfire Girls, from which regular reports could be received, might be favorably considered by the Military Training Commission."

There are many personal activities outside of school which may also serve as equivalents for organized play. The farmer's boy, for instance, is likely to find that although he has never looked upon hoeing corn and raking hay as recreation, it is so classified in the

Continued on Fifth Page.

Continued on Fifth Page.

Continued on Fifth Page.

Continued on Fifth Page.

Continued on Fifth Page.